**Subcommittee on Teaching and Learning**
of the Academic Policy and Planning Committee

Minutes of the fourteenth meeting held on Tuesday 13ᵗʰ March 2007
from 10:00 a.m. to 12:00 p.m. in Room 310, James Building

*Present*: M. J. Mendelson (Chair), C-E. Bouchard, D. Boyer, S. Franke, D. Frost, d. Harris, L. Jacobs-Starkey, M. Kreiswirth, D. Starke-Meyerring,, S. Tran, C. Weston, A. Ippersiel (Secretary to the Committee)

*Regrets*: A. De Motta, T. Kirby, Y. Steinert, J. Wapnick

*Guest*: S. Roy (Item 4a)


1. **Adoption of the agenda**

   The proposed agenda was adopted as circulated.


2. **Approval of minutes of the SCTL meeting held on 6ᵗʰ February 2007**

   The minutes were approved as circulated.


3. **Business arising from minutes of previous meetings**

   None


4. **Reports on activities of working groups, other committees, and TLS**

   a) *Working group on the Nexus between Research and Teaching*
   - Overview of Current Dialogue on nexus between Research and Teaching        (*TL.07-03-01)*

The mandate of the working group was to come up with a working definition and make recommendations. They began with a review of the literature to:
- Look what scholarship says
- Develop a vocabulary to talk about the nexus between research and teaching (different disciplines understand "research" in different ways)
- Look at changes needed to support this:
    o Curriculum
    o Program/course redesign
    o Infrastructure support

<u>Action:</u>
**It should be made clear in working document that "student" means undergraduate students.**
**Bibliography will be distributed by email before the next meeting.**
**Recommendation that the working group continue to progress in the way they are headed.**

   b) *Working group on Teaching Awards*
   TLS began integrating the suggestions made at last meeting but not in time for APPC. The Faculty of Medicine is mainly concerned with the definition of student; that it should include "peers" as in faculty development or Continuing Medical Education. The definition of faculty is clear but that of student isn't.

After a brief discussion, it was agreed that the wording "full time teaching load determined by the academic unit".

**Action:  TLS will continue to work on it and bring it to the next meeting.**

*c) APPC*
It was agreed that the Director of TLS have a seat on APPC.  APPC is revamping terms of reference and membership; hopefully it will be ready this year.

5.   **Course evaluations**
-   Course Evaluation Policy, Revised version, Draft 7     (*TL.07-02—07previously circulated*)

At request of committee, TLS did a survey of faculties to see how many items were included in questionnaires. Most Faculty questionnaires had between 20 and 30 items; the University average was therefore 26.

It is difficult to know whether or not extending the closing time for evaluations will increase or decrease the response rate.

**Action: The Course Evaluation policy will  include  the statement that an additional 22 items may be selected by faculty, along with the  3 core items,**

Two documents were distributed at the meeting: 1) response rates by Department and Faculty for Fall 2006 and 2) Academic units using online Fall 2006 and Winter 2007.

There were a total of 2,200 courses for a 48.5% department average.   Low response rates are a big issue – this was discussed at recent MAUT tenure & promotion seminar.  It was suggested that a letter be sent to tenure & promotion committees to explain the low response rates during introduction of on line evaluations but this solution is not satisfying to departments.

6.   **Major (re) Design Project;**

TLS is looking at ways to transform entire programs (transformative) and have a pilot project with a cohort of 3 U0 and U1 classes (Biology 11-112 and 202).  There are nine professors who want to look at:
*   the coherence between their courses (there is some course redundancy)
*   increasing student engagement in their large classes through use of technology (clickers).

TLS will be working with these professors over the summer.  Ideally want to include TAs so that labs (Biol 111 has 40 labs every week) are tightly linked to lectures and tutorials.

This could become a model or template for the large introductory courses.

7.   **Pedagogical preparation for graduate students**

There is agreement to move forward for University support of graduate students.  It is clearly time to look across the University and put standards in place.

1st step: Associate Provost, Graduate Education and TLS have put through a budget submission and propose to do a series of expanding workshops for graduate students (band aid solution)

2nd step: in the next 6 to 8 months is to develop a comprehensive plan, in consultation with Faculties. This will be done over the summer.

It is a good use of resources:

- provides training for graduate students
- improves teaching at McGill University
- distinguishes McGill graduate student experience

Will University go for generic umbrella program or decide to do it faculty specific?  Hybrid model might be best.


**8. Other business**

None


**9. Adjournment: 11:30**


Andree Ippersiel, 2007-03-14